

GUIDANCE FOR LOCAL AUTHORITIES ON TARGET SETTING

Part 2

Target Setting with Schools

Issued August 2006

Contents

Why should schools set targets?.....	3
Supporting schools to set challenging targets.....	5
Successful approaches to target setting	13
Setting targets for all pupils.....	16
Principles for school target setting.....	17

Why should schools set targets?

Every school wants to do the best it can for all its pupils - to give them the best start in life, equip them with the basic educational skills to make the most of the learning opportunities available to them, and help them succeed in fulfilling their personal goals.

Targets show what schools want to achieve and provide a clear focus for improvements, particularly in teaching and learning. Schools which have set ambitious targets as a focus for their planning and improvement can demonstrate that their pupils achieve significantly higher standards than would be expected from prior attainment. Evidence shows that schools that have set high expectations may not always have achieved them but they have made bigger improvements than schools with more modest aspirations. As a result of setting ambitious targets, those schools have helped more children to reach the expected level for their age. Ambition drives success.

Enabling children to realise their potential is fundamental to the Every Child Matters Agenda. Ambitious target setting in particular is critical if children are to achieve the educational outcomes they are capable of. This goes for all children, including groups that have typically underperformed – Looked after Children and those from some minority ethnic groups are specifically mentioned in this guidance. Schools might find it helpful to use the target setting exercise as a focus for discussing with the SIP or LA, how other services and sources of professional support could be brought together to help set and achieve challenging targets for these groups of children.

Targets are not just about aiming high. Nor are they something that only year 6, year 9 and year 11 teachers need to bother with. They are also not the same as predictions. Successful schools know that setting ambitious targets alone is not enough. They understand that they have to change the way they plan and organise their work so that they can be flexible in responding to the needs of all their pupils as highlighted through effective tracking.

Targets are at their most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom. Targets and monitoring can:

- identify pupils who may have fallen behind and who need extra help to catch-up.
- check that pupils are progressing at the rate needed to meet age-related expectations.
- ensure that all pupils make the progress they are capable of, including those pupils who may not be able to achieve national expectations.
- identify areas of teaching that may need improving.

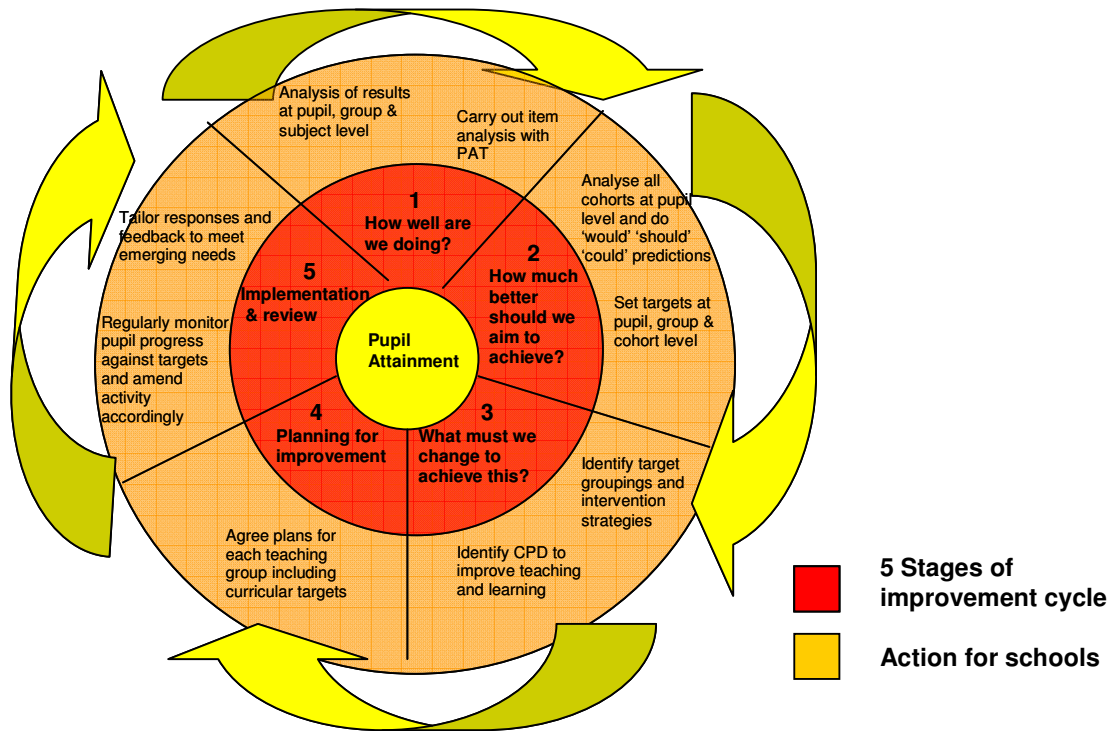
Schools should be clear from the outset about their expectations for individual pupils at the end of the relevant key stage. For targets to succeed in driving school improvement and maximising pupil outcomes, they need to be set for children from Year 1 onwards.

School targets should be informed by data which reveals the best possible progress they can be expected to make. They should be realistic but challenging and enable every child to fulfil their potential. For pupils with SEN they should be set using P scales or other performance measure. Pupils' progress should be regularly monitored against the annual targets and pupils and parents involved in understanding what they need to do to achieve them. Schools should review the effectiveness of their target setting and pupil tracking systems as part of their self evaluation each year.

Schools which have embedded target setting in this way have found their planning of interventions and support for individual pupils is made easier and can be provided at the right time to make a difference.

Target setting in schools has contributed to the highest standards ever achieved at primary and secondary level. LAs and schools should use this guidance to help them in looking at their own target setting and confirm whether they are aiming to do the best they can.

5 Stage Cycle of Improvement for Schools



Supporting schools to set challenging targets

1. Schools set their own targets. They should set targets which they believe in and can genuinely work towards – this is the principle behind school-initiated target setting. Schools should discuss their ‘bottom-up’ targets with the SIP or LAI whose role is to challenge (using conversion and comparative data) where expectations for individual pupils or groups of pupils are too low compared with other schools and ensure that support is provided to help the school achieve improved outcomes.

2. Targets should take account of different starting points for different children and aim to improve the contribution the school makes to their learning. Schools should look at those groups which underachieve across the board in one or two subject areas. Many young people from **minority ethnic backgrounds** achieve at the highest level but a significant number, particularly those from Black and Pakistani heritage backgrounds, have unacceptably low levels of attainment. Schools should be setting targets for underachieving pupils that are focused on closing the gap between them and their peers.

3. **Looked after children** have a right to expect the same outcomes we all want for every child. Schools should be setting targets for looked after children which will enable them to achieve the highest educational standards they possibly can. LAs should ensure, wherever the child is placed, that appropriate support (involving other agencies where necessary) is provided to the school to help this vulnerable group of young people achieve the targets set for them. All looked after children will have a Personal Education Plan: a record of what needs to be done to enable them to fulfil their potential. It is through robust PEP planning processes that LAs will be able to monitor the targets set.

4. A key step in setting ambitious targets is to review performance in the previous year’s tests/exams. Data from the test and examination results will show where pupils exceeded or fell short of their individual targets and schools need to understand the reasons for that. Schools should use this to inform both their self evaluation and the school improvement plan so that they take the necessary steps to improve the quality of teaching and learning in the classroom and provide the most appropriate curriculum offer.

5. Targets do not have to match a particular formula for improvement but schools should be able to demonstrate that their targets seek to maximise all children’s progress, with an expectation that all children achieving national expectations at the end of one key stage will move on to achieve at least national expectations by the end of the next key stage. This means ensuring that children move on at least 2 levels for Key Stage 2 and at least 1 level for Key Stage 3 with targets aimed at accelerating progress for children who have fallen behind age-related expectations. Pupils with severe learning difficulties should have targets which seek the best possible ambition for them.

Conversion data

Schools should ensure targets are based on high expectations for the achievements of certain individual or groups of pupils by looking at national or local authority conversion/progression data. For example:

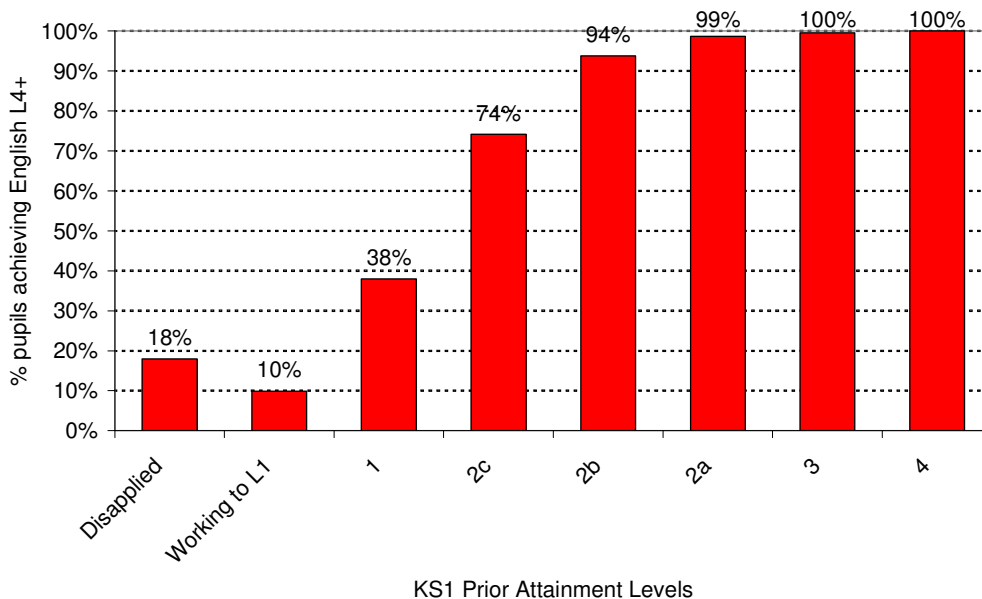
- In the top 25% of primary schools 56% of pupils with level 1 and 88% of pupils achieving level 2c at KS1 go on to achieve level 4+ in English at KS2
- In the top 25% of schools at KS3, 57% of pupils with level 3 and 93% of those with level 4 at KS2 go on to achieve level 5+ at KS3
- In the top 25% of schools at KS4, 81% of pupils with level 4 at KS2 go on to achieve 5 A*-C grades at GCSE and equivalent

Key Stage 2 targets

6. The chart below illustrates the proportion of children who achieved national expectations for English at the end of Key Stage 2 in 2005 based on prior attainment in reading and writing combined.

7. If schools are to achieve further progress at Key Stage 2, we need to ensure that all pupils leaving Key Stage 1 with level 2 and an increasing proportion of those with level 1 have a target for achieving level 4 at the end of Key Stage 2 and are provided with the necessary support to enable them to reach this. Schools should be encouraged to set yearly progress indicators for each pupil from Year 3 onwards showing a trajectory to reach level 4 by Year 6 with progress regularly measured, using teacher assessment, optional tests or other data.

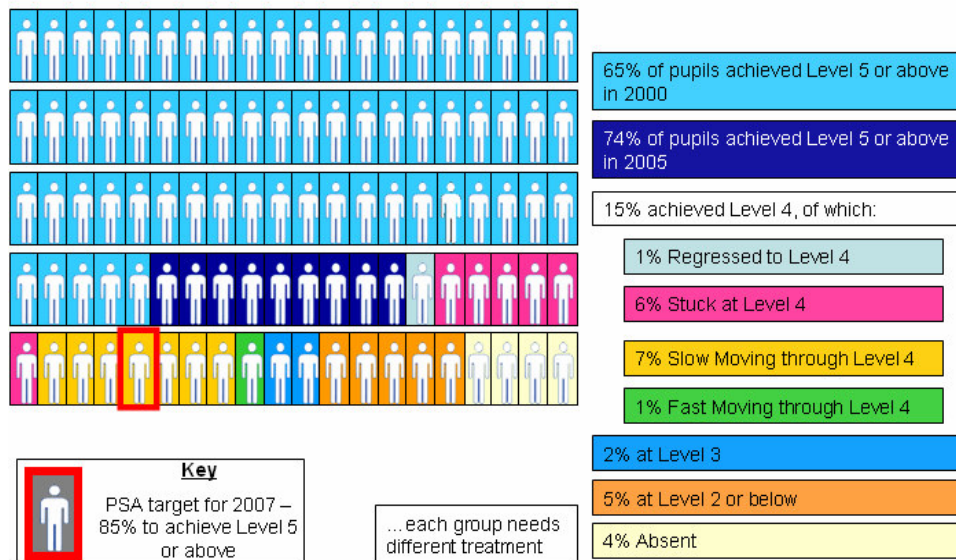
Key Stage 1- 2



Key Stage 3

8. At Key Stage 3, the challenge is to ensure that all pupils achieving national expectations at the end of Key Stage 2 move on to reach the target levels for the end of Key Stage 3 and to accelerate progress for pupils below level 4. Almost half of pupils achieving level 4 in English at Key Stage 3 in 2005 had achieved this level (or above it) at Key Stage 2. The chart below illustrates this:

KS3 English 2005



9. All pupils achieving level 4 at the end of Key Stage 2 should have a target to reach level 5 at Key Stage 3 and all pupils reaching level 5 at Key Stage 2 should have a target to achieve level 6 at Key Stage 3. In addition, at least 40% of those with level 3 at the end of Key Stage 2 should progress to level 5 or above. A large proportion of Looked after Children are likely to be in the groups failing to make the expected progress at Key Stage 3. LAs will need to address this through the child's personal education plan and provide appropriate support to the school to ensure that they are able to set an improved target for such children.

Key Stage 4

10. Following the decision to require schools to set an additional target at Key Stage 4 for the performance of pupils in English and mathematics, schools will be setting 3 targets for Key Stage 4 for 2008:

- for the proportion of 15 year old pupils achieving 5 A*-C grades at GCSE and equivalent
- for the proportion of 15 year old pupils achieving 5 A*-C grades at

GCSE and equivalent including GCSE English and mathematics

- an average points score per pupil.

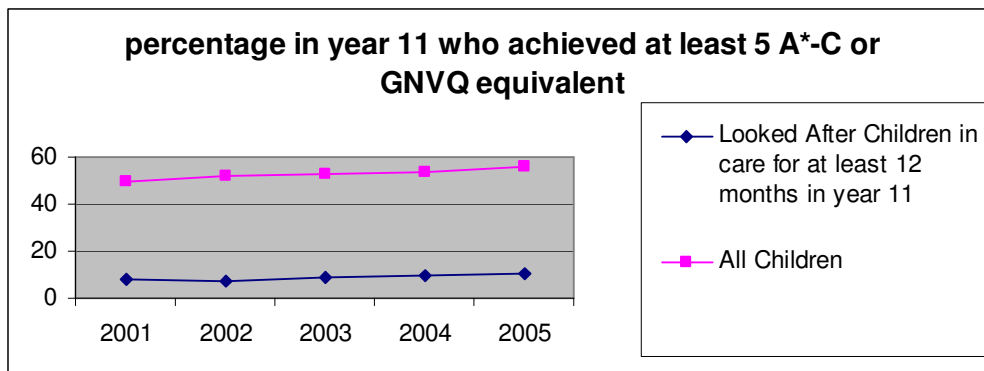
Schools should be guided to look at the performance of pupils at Key Stage 3 when setting a target for 5 A*-C grades at GCSE and equivalent, including English and mathematics at Key Stage 4:

By way of illustration:

- 95% of pupils who achieved Level 6 in each of English, mathematics and science at Key Stage 3 in 2003, went on to achieve 5 or more A*-C GCSEs, including English and mathematics in 2005
- 92% of pupils who achieved Level 6 in English and mathematics at Key Stage 3 in 2003, went on to achieve 5 or more A*-C GCSEs, including English and mathematics in 2005
- 71% of pupils who achieved Level 5 in each of English, mathematics and science at Key Stage 3 in 2003, went on to achieve 5 or more A*-C GCSEs, including English and mathematics in 2005
- 67% of pupils who achieved Level 5 in English and mathematics at Key Stage 3 in 2003, went on to achieve 5 or more A*-C GCSEs, including English and mathematics in 2005.

11. Currently, achievement of five good GCSEs remains at an unacceptably low level for looked after children. The chart below shows that, while there has been a slow increase since 2001, the gap between them and that of their peers is widening:

Looked after children – achievement at GCSE



When looking at targets for looked after children and their levels of attainment it is important that schools are as ambitious and aspirational as they would be for any other child, particularly in relation to English and mathematics.

Role of link advisers and SIPs

12. The SIP and link advisers' role is to support schools in setting

ambitious targets by guiding them in reviewing their data, challenging where the target set indicates low expectations of progress or outcomes and ensuring additional targeted support is available to improve teaching and learning. The SIP will focus on pupil progress and attainment across the ability range, and the many factors which influence it, including pupil well-being, extended services and parental involvement.

13. The SIP will look at a range of information including the school's self-evaluation, historical, conversion and comparative data, the school's development plan and how the school ensures pupils make progress, to reach a judgment about the targets that should be set and the key improvement priorities necessary to achieve them. Where a school is supported by a SIP, they will discuss and agree the statutory targets with the school and will challenge where the target they are proposing to set is unambitious or unrealistic.

Among the questions the SIP will want to ask are:

How well is the school performing?

- *What do the data and documentation on pupils' targets, attainment, well-being and progress say about the ambition of the school?*
- *How well are different groups of pupils doing? (looked after children, boys, girls, those of minority ethnic or socio-economic groups, gifted and talented pupils and those with SEN)*
- *What evidence is there that the school is tailoring their curriculum offer and teaching and learning to the particular needs of individual pupils?*

What are the key factors?

- *Does the school regularly measure pupils' progress and have ambitious targets for and expectations of what they will achieve?*
- *How effective are the school's core systems and policies? (including for pupil assessment and target setting)*

What are the key priorities and targets for improvement?

- *Are the statutory targets in the next two years based on aspirational expectations of what individual pupils might achieve?*
- *Do they result in realistic yet challenging targets?*
- *What do they need to do to achieve them?*
- *Has the school factored in a return on the support and resources which will help them to reach challenging targets?*

Role of Governing Body

14. Governors are legally responsible for ensuring targets are set and reported each year for pupil performance in the core subjects at the end of Key Stage 2 for primary schools and Key Stages 3 and 4 for secondary schools. They should be involved at an early stage so that they can shape the process of setting targets, discuss the trajectory towards improvement and fulfil their strategic role.

Action for governing bodies

September/October/November

- *Engage in discussion with headteacher, SIP and others around analysis of schools' results and performance. How well is the school doing and how well does it expect to be doing in future?*
- *Support head and staff in working through a cycle of school improvement that looks at outcomes for individual pupils or groups of pupils, the relative progress of pupils against prior attainment, evaluates past results, comparing with similar schools and the best schools.*
- *Ensure school has effective systems in place for monitoring pupil progress and is using prior attainment data supported by more recent teacher assessment to set challenging pupil targets*
- *For looked after children, ensure that all Personal Education Plans (PEPs) are up to date and that appropriate targets have been set.*
- *Link the process of target setting with the school's development planning and contribute to discussions on how to achieve targets set*

November/December

- *Agree statutory school targets and submit to LA (by 31 December or earlier).*

Timetable for schools

Action for Heads, leadership teams, designated teachers (for looked after children), year group tutors, classroom teachers, teaching assistants, SENCOs

July/August/September

- Analyse 2006 results and compare with targets set. Which pupils did not achieve targets and why? Did any pupils exceed their targets? Were there significant discrepancies between targets and outcomes?
- Which groups of pupils made fast, slow or no progress from the last key stage?
- Look at all assessment data (for example optional test results, teacher assessment) at the end of Y3 and 4 in reading, writing and maths (primary schools) and Y7 and Y9 in English, maths and science to review progress of individual children.
- Review tracking systems to ensure the leadership team is clear which pupils are working at age related expectations which ones are not making sufficient progress and which are showing evidence of accelerated progress over the year.
- For pupils or groups of pupils identified as not making sufficient progress who may be at risk of not achieving end of key stage target levels, and pupils who are on track to achieve above threshold levels, arrange appropriate intervention/ support or develop more stretching teaching plans, particularly those mid-key stage.
- Ensure PEPs for looked after children have been updated to take account of previous year's results and that targets remain sufficiently ambitious.
- Confirm additional resources for each year group according to prioritised needs.

October/November:

- At target setting meeting with LAI or SIP review progress towards 2007 targets for Yr 6, Yr 9 and Yr 11 pupils and look at projected outcomes for 2008 based on prior attainment and progress of current Y4, Y7 and Y9 cohorts.
- Discuss and agree statutory targets for 2008 with LAI/SIP, including for any looked after children and report to the LA.

November/December:

- Taking account of any further discussion with LA, formally agree statutory school performance and attendance targets with Chair of Governors.

January onwards:

- Continue to focus provision on Y6 and Y9 and Y11 target pupils. Closely monitor progress of identified 'borderline' children in Y5, Y8 and Y10 to maximise progress of target children.
- Review use of additional resources to ensure impact on identified pupils or groups.

Use of data for target setting

15. Schools now make use of a wide range of performance data to help set targets. Link advisers and SIPs have a critical role to play in guiding schools to understand what the data may reveal and to check against national and similar schools' performance to ensure that they are setting high expectations for pupil outcomes.

Data available to schools

- *Prior attainment data showing levels achieved in national and optional tests or from teachers' own assessment (schools' own data)*
- *RAISEonline will provide national conversion data showing proportions of pupils progressing to expected levels based on prior attainment*
- *The most likely levels for individual pupils based upon progress in the top 25% and top 50% of schools nationally and locally (from RAISEonline)*
- *Contextual value-added (CVA) data about the school's own performance (from RAISEonline) and CVA data on schools in similar circumstances (e.g. London Families of Schools)*
- *Other pupil and school level estimates (e.g. from the Fischer Family Trust via LAs, CAT scores etc.)*

16. The target setting process should start with schools looking first to their own data, on what they know about their pupils' abilities, what the best possible ambition is for what those pupils can achieve and challenging themselves to aim for more.

- *The vast majority of schools base their target setting on a close analysis of progress of the cohort through each year, and challenging expectations of future progress.*
- *Materials such as those developed for the Intensifying Support programme (ISP) have helped primary schools in the most challenging circumstances to embed secure tracking and assessment systems to enable them to feel confident in setting ambitious targets for their pupils at the end of Key Stage 2. They can also be used successfully with other primary schools where target setting is not embedded throughout the school.*
- *Examples of the ISP tracking grids and a case study will be included in the web version of the guidance.*

17. RAISEonline (which is being rolled out to LAs and schools over the next few months) will replace the Pupil Achievement Tracker (PAT) and PANDA and will provide schools with a tool to support them in setting challenging targets.

RAISEonline

- *The target setting tool in RAISEonline adopts a "bottom up" approach which uses conversion data to show the actual progress made by all pupils with similar prior attainment in schools with the best value added. The tool applies this conversion data to the school's pupils to give the most likely target level for those pupils*
- *Schools then take account of the particular circumstances of individual pupils, entering a "moderated" target for each pupil. In this way, the judgement is based on that particular pupil taking account of the best that is possible rather than the more general past performance of pupils with similar characteristics.*
- *This part of the process is private to the school, but schools will be able to share the process with their LAs and SIPs by using the share reports function of RAISEonline. There will also be a standard report in the system accessible by LAs, SIPs and Inspectors as well as schools.*
- *This report will show the school's likely attainment in terms of the statutory targets based on the unmoderated "most likely levels" generated by the target setting tool.*
- *SIPs and link advisers can also refer to the report in RAISEonline showing the most likely progress for their schools and use the information to help them challenge a school whose targets show they do not expect to improve outcomes for the relevant cohort.*
- *The RAISEonline target-setting tool is based on prior attainment as in certain circumstances CVA data can have the effect of lowering expectations for pupils in groups which underachieve nationally.*

CVA data including FFT estimates

18. CVA data provides useful information about the past performance of pupils with particular backgrounds and characteristics eg gender, ethnic background, FSM, SEN. Schools should always set targets which represent the best ambition for each child. But there is a danger that if schools only use CVA as the basis for target setting, expectations for groups of pupils that make slower than average progress nationally and perpetuate a history of low expectations – where we particularly need to see improvements – will be too low.

19. This will impact most on schools with large numbers of pupils in groups such as Black Caribbean boys, Pakistani & Bangladeshi pupils outside of London, Gypsy Roma and Traveller pupils, and Somali, Turkish and Portuguese pupils, as well as white working class boys. However, for those pupils with a record of high performance, schools may wish to compare expectations of performance using CVA to check that the target set represents the best ambition compared to the achievements of similar pupils with the same contextual background.

20. Where schools have access to FFT estimates they should be benchmarking their targets against the model that provides the most challenge which for the majority of schools is usually model D. If schools are using model B (or model A) estimates only, this could lead to targets which repeat historic underperformance, particularly for pupils from minority ethnic or other low achieving groups. Schools with high CVA will need to set targets using RAISEonline to benchmark their performance against high achieving schools in similar circumstances as FFT estimates for model D are likely to be below what the school is currently achieving.

- *A number of LAs have recently reviewed their position and provided new advice to schools in the use of CVA and conversion data. One for example has led a debate with schools on the expected use of the FFT D and C models as the main guide to reaching LA wide aspirations. This is in contrast to previous advice which had been to pitch between the A and B models which was leading to targets which did not represent an improved position on the past.*

Successful approaches to target setting

21. The following examples deal with the use of pupil level data, the role of optional tests and other assessment data in target setting and how the likely outcomes of proven, targeted support programmes can be factored into school targets. There are also examples of pupil progress targets.

22. Schools' use of item analysis (previously in PAT and now within RAISEonline) has helped to heighten awareness in identifying areas of the curriculum where teaching and learning may need strengthening.

Use of item analysis to reveal areas of weakness

- Teachers analysing KS test results discovered many pupils failing to answer correctly a Level 2 question on the difference between number values. The reason for this was that pupils were not reading the word 'difference' with its mathematical meaning and consequently were misunderstanding the question.

23. There is much good practice in the use of QCA optional test data. Optional test data are most effectively used to identify pupils who may have fallen behind within a Key Stage and who will need additional targeted support to get back on track. They are also useful for item analysis to help diagnose weaknesses in teaching and learning in specific areas of the curriculum. They can also be helpful in identifying pupils who may have made faster progress than expected and whose targets may need to be more stretching.

Optional test data

- *LAs and SIPs should monitor and challenge the use of optional test data (typically year 4 data) where schools are using this to set or revise their expectations for the year group's end of Key Stage targets.*
- *So, for example, where a KS2 cohort has made slower progress in years 3 or 4, the targets revised using Y4 Optional Test data could lead to a lowering of expectations and a reduction in the numbers being targeted to convert from Key Stage 1 level 2 to Key Stage 2 level 4.*
- *Optional test data should be viewed alongside teacher assessment and where pupils have fallen behind, schools should not lower pupils' targets but consider what intervention/support is needed to help children catch up.*

Support for improving teaching and learning and interventions for targeted groups of pupils and schools

24. Some of the most effective practice in this area exists where an LA and its schools have identified groups of pupils vulnerable to underachievement in the school context, eg white working class boys, Looked after Children, refugees. They have mapped carefully where these pupils are and the kinds of support which will ensure effective interventions for them and have then developed or commissioned support packages or programmes to meet their needs and ensure accelerated progress.

25. Such work has been accompanied by clear advice to schools and SIPs about the use of Standards Fund for the benefit of these pupils.

Examples of targets at primary

- *LA factors the gains made from intervention programmes with a proven track record (e.g. ISP or PLP) into the additional expected improvement for schools planning to use these programmes – or local tailored versions of them. This knowledge is made part of LAI and SIP training for the target setting process.*
- *LA 'offer' ensures all 780 identified pupils across its primary schools have access to a programme which will meet their learning and close the gap between where they are at end of Y4 and attainment of L4 at end of Y6. A Contract of Targeted Support is used to help SIPs/LAI broker these programmes.*
- *LA identifies schools where KS2 mathematics scores are consistently or significantly lower than English and provides package of support from NS consultants to audit and tackle the underperformance and weaknesses in teaching.*
- *Nationally the gap between reading and writing at KS2 is still large. Some LAs agree targets at school level (in schools where the gap is large) to improve writing backed up with packages of specific support from consultants.*

Foundation Stage outcomes

26. The Foundation Stage is a statutory non-compulsory Key Stage for children aged 3 to 5. Local admissions procedures, the child's date of birth and the voluntary nature of attendance will mean the length of Foundation Stage experience varies from child to child and this will affect levels of achievement.

27. It is important that children's development is assessed through observation on entry to a setting so that a programme can be tailored to the child's individual needs and opportunities can be provided for them to learn and develop to achieve their full potential. It is also important to ensure the full involvement of parents in assessment and the planning of activities for their child's development. Assessment on entry also facilitates the charting of progress which should be tracked, culminating in the Foundation Stage Profile which records development throughout the reception year.

28. Early years' data (eg local deprivation indices, birth dates, attendance and prior experience) together with FSP scores for previous cohorts will help to highlight risks to early achievement and show where the conditions for learning need to improve. Negative stereotypes of some minority ethnic groups may lead staff to underestimate the abilities of pupils from those groups in their FSP assessment. SIPs should raise this issue with schools and encourage the use of robust moderation systems for FSP, which show an awareness of potential discrimination.

29. FS practitioners should agree targets for improvements in the conditions for learning in discussion with the leadership team. The LA early years' adviser will offer help and support in devising suitable targets for training, environment and engagement based on *Developing the foundations for curricular target setting* (publication: October 2006).

30. SIPs should work with schools to ensure that they have access to activities and support required to deliver these targets. This will include existing LA initiatives, National Strategies targeted programmes and consultant support such as joint early years, literacy and numeracy consultant support; the Intensifying Support programme (*Developing the foundations for curricular target setting in ISP schools birth to five, available from Prolog*); the Primary Strategy Learning network and other collaborative networks to raise FSP standards.

Setting targets for all pupils

31. Best practice in target setting suggests that schools which set goals for each individual pupil in each year group from Key Stage 1 through to Key Stage 4 are those most likely to be ambitious and successful in maximising outcomes for all children. Development goals should also be set for pupils with special educational needs who are performing below national curriculum levels, using P scales or other performance criteria to measure their progress. Under the Race Relations (Amendment) Act 2000 schools are also required to take action to eliminate achievement gaps for minority ethnic pupils.

32. The grid below provides examples of how schools can meet the key principles for effective target setting at each key stage and how to make use of data to support target setting throughout the school. The setting and achievement of targets should involve the Head teacher (or Heads of Department/Subject Co-ordinators) working with all teachers and support staff. Targets for all pupils should be reviewed during the year to ensure low expectations are not reinforcing underachievement and interventions are put in place for pupils falling behind. These principles should also be used when considering target setting for looked after children. For gifted and talented pupils, review of their targets should ensure that they are continuing to follow an appropriately stretching programme of study.

Principles for School Target setting

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
<p><i>Targets should be based on the prior attainment and expected progress of individual children in each cohort</i></p>	<p>Tracking of progress across years 1 and 2 should result in targets for children to reach level 2c as a minimum at end of year 2. Children should generally make at least 1 level progress per year across the key stage.</p>	<p>KS1 TA and test results and tracking of progress throughout years 3, 4 and 5 (including use of QCA optional tests or other assessment) should result in targets for all children who achieved level 2 at KS1 to reach level 4 in English and maths (other than those with severe SEN) together with a proportion of those with level 1, depending on the interventions used to accelerate their progress. Children need to reach level 3 at the end of year 4 to be on track for level 4 at the end of year 6. For SEN pupils, schools should set appropriately ambitious targets that closely reflect pupils' performance as well as national priorities focusing on pupil learning outcomes.</p>	<p>KS2 test results, year 7 progress tests and tracking of progress in years 7 and 8 should result in targets for all children achieving level 4 in English and maths at the end of KS2 to reach level 5 in English, maths and science and all children achieving level 5 to reach level 6. Pupils who achieved level 3 at the end of KS2 should also be capable of progressing more than 1 level, depending on the interventions used to accelerate progress – at least 40% of these pupils should progress to level 5 or above. For SEN pupils, schools should set appropriately ambitious targets that closely reflect pupils' performance as well as national priorities focusing on pupil learning outcomes.</p>	<p>KS3 test results and tracking of progress in year 10 should result in targets for all pupils that averaged level 6 at the end of year 9 to achieve 5 A*- C grades (including English and maths) and 50% of those averaging level 5.</p> <p>For SEN pupils, schools should set appropriately ambitious targets that closely reflect pupils' performance as well as reflecting the national priorities focusing on pupil learning outcomes.</p>

Principles for School Target setting

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
<p><i>Targets should be ambitious and challenging, both for the school's improvement and for the individual pupil's progress</i></p>	<p>KS1 data from previous cohorts and FFT estimates will identify the groups of pupils not making progress in line with expectations so that early interventions (eg wave 2 or wave 3 programmes/support) can be planned to help them catch up.</p> <p>Comparisons should be made with the progress made by the best schools.</p>	<p>RAISEonline will help schools to check they are setting ambitious targets compared with other schools. Conversion data will identify where expectations for pupils are set too low. Tracking will ensure interventions are planned and used to accelerate progress.</p> <p>Comparisons should be made with the progress made by the best schools.</p>	<p>RAISEonline will help schools to check they are setting ambitious targets compared with other schools. Conversion data will identify where expectations for pupils are set too low. Tracking will ensure interventions are used to accelerate progress.</p> <p>Comparisons should be made with the progress made by the best schools.</p>	<p>RAISEonline will help schools to check that they are setting ambitious targets compared with other schools. Conversion data will identify where expectations for pupils are set too low.</p> <p>Comparisons should be made with the progress made by the best schools.</p>
<p><i>Targets should be focused on narrowing achievement gaps eg for minority ethnic groups and looked after children as well as raising standards for all pupils</i></p>	<p>RAISEonline will enable schools to identify groups of children who, in the case at key stage 1, are attaining less than the national average or for key stage 2, 3 and 4 are making less progress than the national average and set targets aimed at improving outcomes for these groups year on year. Where RAISEonline shows pupils are making average progress, schools should set targets to improve on this position.</p>			

Principles for School Target setting

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
<p><i>Targets should be 'owned' and understood by everyone in the school from the Governing Body and leadership team through to pupils and parents</i></p>	<p>KS1 teachers and teaching assistants should set targets in discussion with the Head teacher and leadership team. Progress towards targets should be reviewed termly and revised where children are making faster progress than expected. All involved should be clear on how the identified barriers to achieving the targets are to be overcome.</p>	<p>KS2 teachers and teaching assistants should set targets in discussion with the Head teacher and leadership team. Progress towards targets should be reviewed termly and revised if children are making faster progress than expected. This should also happen at the beginning of year 6 if the target reported looks likely to be exceeded. All involved should be clear on how the identified barriers to achieving the targets are to be overcome.</p>	<p>Heads of Department, year group and subject tutors should set targets in discussion with the Head teacher and senior leadership team. Progress towards targets should be reviewed termly and revised if pupils are making faster progress than expected. This should also happen in year 9 if the target reported looks likely to be exceeded. All involved should be clear on how the identified barriers to achieving the targets are to be overcome.</p>	<p>Heads of Department, year group and subject tutors should set targets in discussion with the Head teacher and senior leadership team. Progress towards targets should be reviewed termly and revised if pupils are making faster progress than expected. This should also happen in year 11 if the target reported looks likely to be exceeded. All involved should be clear on how the identified barriers to achieving the targets are to be overcome.</p>

Principles for School Target setting

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
<p><i>Targets should build in the impact expected from LA initiatives and National Strategies targeted programmes/consultant support and all other initiatives in which the school participates.</i></p>	<p>Literacy and numeracy consultant support</p> <p>Intensifying Support programme or Primary Leadership programme</p> <p>Primary Strategy Learning network or other collaborative network to raise standards</p> <p>EAL Primary National Programme</p> <p>Black Pupils Primary National Programme</p> <p>Other LA targeted support</p>	<p>Literacy and numeracy consultant support</p> <p>Intensifying Support programme or Primary Leadership programme</p> <p>Primary Strategy Learning network or other collaborative network to raise standards</p> <p>EAL Primary National Programme</p> <p>Black Pupils Primary National Programme</p> <p>Other LA targeted support</p>	<p>Consultant support for core subjects, foundation subjects and whole school initiatives</p> <p>Additional targeted support for pupils working below national expectations in core subjects</p> <p>Participation in targeted support programmes e.g Secondary Intensifying Support Pilot, Minority Ethnic Achievement/ Black Pupils Achievement Pilot</p> <p>Collaboration with other schools e.g. based on LIG Collaboratives and EIC.</p> <p>Schools could also use EIPs, Trusts and federations as mechanisms for improving teaching and learning</p>	<p>Consultant support for core subjects, foundation subjects and whole school initiatives</p> <p>Participation in targeted support programmes e.g Secondary Intensifying Support Pilot, Minority Ethnic Achievement/ Black Pupils Achievement Pilot</p> <p>Collaboration with other schools e.g. based on LIG Collaboratives and EIC.</p> <p>Schools could also use EIPs, Trusts and federations as mechanisms for improving teaching and learning and 14 – 19 delivery.</p>

Contacts

Target-setting:

Early years' outcomes	Beverley Grant	020 7273 5875
Key Stage 2	Nina Curley	020 7925 5691
	Lorna Serieux	020 7925 6703
	Rupsana Khanom	020 7925 5370
Key Stages 3 & 4	Max Galla	020 7925 6977
	Paula Morgan	020 7925 5411
	Eric McEwen	020 7925 5464
Looked after children	Ian Payne	020 7273 5185
Minority Ethnic Groups	Sharon Smith	020 7925 6514
School Attendance	Saleem Quazi	020 7925 5269
PAT/RAISEonline	Stephen Jardine	020 7925 6463
Priorities Meetings	David Aickin	020 725 5544